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number of its recent meetings the problem of organizing programs for primary grades, and the present report deals chiefly with that problem and the discussions that came up at the meetings which considered the reports of a committee dealing with this subject.

The commissioner has realized the importance of helping primary teachers to give definiteness and scientific character to their work. Many primary teachers find that the problem of adjusting school programs to the needs of immature children has not been worked out as fully as the problems of methods in the upper grades. The considerations which have been given by the National Council of Primary Education to this and similar questions in recent years will go far toward making the primary grades stronger in their organization and more efficient in their results.

Score cards for school buildings.—Professor Strayer has made a number of surveys of school buildings. For the purposes of these surveys he developed some years ago a score card by means of which he evaluated the different characteristics of buildings. The card has been refined in the course of its applications to different practical situations and is now published[1] with the statement that it has been used in evaluating more than a thousand school buildings. It is recommended that three judges score the building separately and the median of the results from the three judgments be accepted as indicative of the character of the building.

A second pamphlet[2] describes the score card for village and rural school buildings. The reasons why a rural school building has to be rated somewhat differently from a city school building are too obvious to require detailed discussion.

Both pamphlets give full accounts of each of the categories used in the score cards, and the score cards themselves are weighted so that the sum total of credits assigned to any building makes it easily possible to compare that building with others studied by Professor Strayer and his students.

History of education.—An insight into the organization of the schools of England can well be gained from Professor Adamson's new book entitled *A Short History of Education.*[3] This volume deals chiefly with the schools of Great Britain, although there is some reference in the earlier chapters to European education in general and there is a chapter later in the book which deals with the growth of modern elementary schools on the continent. The most useful chapters in the book for American students will be chapters xiv and xviii, in the first of which there is a discussion of "The Voluntary System of Elementary Education," and in the second of which there is a discussion of the national system of education

[1] G. D. STRAYER and N. L. ENGELHARDT, "Score Card for City School Buildings," *Teachers College Bulletin*, Eleventh Series, No. 10, January 17, 1920. New York: Teachers College, Columbia University. Pp. 45. $0.50.

[2] G. D. STRAYER and N. L. ENGELHARDT, "Score Card for Village and Rural School Buildings of Four Teachers or Less," *Teachers College Bulletin*, Eleventh Series, No. 9, January 3, 1920. New York: Teachers College, Columbia University. Pp. 22. $0.35.

[3] JOHN WILLIAM ADAMSON, *A Short History of Education.* London, England: Cambridge University Press, 1919. Pp. xi+371. $4.00.